

LEA Application
Michigan SIG Cohort IV

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of LEA Applicant: Cadillac Area Public Schools</p> <p>District Code: 83010</p>	<p>Applicant's Mailing Address: 421 N. Mitchell Street Cadillac, MI 49601</p>
<p>LEA Contact for the School Improvement Grant</p> <p>Name: Kelly Buckmaster</p> <p>Position and Office: Principal, Kenwood Elementary</p> <p>Contact's Mailing Address: 1700 Chestnut Cadillac, MI 49601</p> <p>Telephone: 231-876-5306</p> <p>Fax: 231-876-5021</p> <p>Email address: kelly.buckmaster@cadillac.k12.mi.us</p>	
<p>LEA School Superintendent/Director (Printed Name): Jennifer Brown</p>	<p>Telephone: 231-876-5000</p>
<p>Signature of the LEA School Superintendent/Director:</p> <p>X_____</p>	<p>Date:</p>
<p>LEA School Board President (Printed Name): Mike Stebbins</p>	<p>Telephone:</p>
<p>Signature of the LEA Board President:</p> <p>X_____</p>	<p>Date:</p>
<p>Union Representative (Printed Name): Janet Neyer</p>	<p>Telephone:</p>
<p>Signature of Union Representative:</p> <p>X_____</p>	<p>Date:</p>

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the conditions that apply to any waivers the State of Michigan receives through this application.

ASSURANCES AND CERTIFICATION: By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in **Attachment H**, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

LEA APPLICATION

SCHOOLS TO BE SERVED

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Eligible schools it will serve with a School Improvement Grant.

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments E.1 – E.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

- have not previously received a SIG award
- are identified as priority
- choose the transformation, turnaround, whole-reform, or early learning models

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Kenwood Elementary	260759004342	x		Transformation

Note: The **"Rule of Nine"** has been **eliminated**. In previous years, an LEA that has nine or more Priority schools could not implement the transformation model in more than 50 percent of those schools. That requirement is **no longer in effect**.

OVERVIEW OF APPLICATION REQUIREMENTS

- DO NOT RESPOND HERE -

1. **Analysis of Need:** (Section B, Question 1) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input:** (Section B, Question 1.b) For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan:** (Section B, Question 3) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.
4. **Capacity to Provide Adequate Resources:** (Section A, Question 1) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus school, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.
5. **External Service Provider Selection:** (Section B, Question 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile:** (Section B, Question 4) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model:** (Section A, Question 1) The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation:** (Section A, Question 2) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement:** (Section B, Question 3.b) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms:** (Section B, Question 9) The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation:** (Section B, Question 3, Attachments E.1 – E.6) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics (Section B, Question 8)
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. (Section A, Question 3)
- 13. **Charter School and External Service Provider Accountability:** (Section A, Questions 4 and 5) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
- 14. **Pre-Implementation Activities** (Section B, Question 3, Attachments E and F) An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.
- 15. **Rural LEA Model Modification:** (Section B, Question 3.c) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
- 16. **Evidence-Based, Whole-School Reform Model:** (Section B, Question 3, Attachment E.4) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
 - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
- 17. **Restart Model:** (Section B, Question 3, Attachment E.5) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
- 18. **Implementation Timeline:** (Section B, Question 7, Attachment F) the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

In order to implement the transformational plan fully, CAPS has taken specific actions to eliminate obstacles for success. In order to develop teacher knowledge, skills, and disposition for the purposes of increasing student achievement, CAPS is committed to hiring knowledgeable, motivated teachers with a commitment to the transformational plan. Two years ago, student performance data exposed a systemic problem at Kenwood Elementary. After analyzing existing challenges, CAPS removed the building principal and recruited the current building principal, to bring experience in turnaround and accelerated student performance to CAPS. In addition, one year later, CAPS assigned high performing district staff to Kenwood in targeted grade levels; in addition, those staff that were not fully committed to the plan, were provided other job opportunities throughout the district. Support positions were identified by a needs analysis and put in place as outlined below.

- A Teacher on Special Assignment serving as a School Success Worker was added to Kenwood Elementary to support teachers' efforts in reaching academic growth targets. This TOSA position is to help minimize classroom behavior disruptions and refocus students who are struggling with behavioral and attendance issues and get them back on track academically. Additionally, the Success Worker will be of benefit to the Kenwood principal, by allowing her to be present and supportive as an instructional leader working directly in the classroom one on one with teachers. The school success worker will communicate effectively with staff, students, and families and work collaboratively with peers and administrator.
- A Data/Instructional Coach will support teachers in implementation of research based instructional practices. The data/instructional coach may support the teacher by facilitating observations of best practice classrooms, providing professional development, modeling demonstration lessons and engaging in feedback discussions with the teacher. Data from student assessment will be used to measure efficacy.
- A Counselor/Family Liaison was brought on to support implementation and organization of family engagement strategies for Kenwood Elementary, as well as, provide families and students with resources and supports that they need.
- District Improvement Facilitator, provided in partnership with the ISD, will support systems work for Kenwood Elementary as well as a resource check to ensure correlation and alignment to the Transformational plan exists. This person will also serve as an accountability partner to the building leadership team to facilitate cognitive coaching conversations surrounding transformational plan progress.
- School Improvement Facilitator helps provide support at the building level surrounding the school improvement review. This person facilitates the review process completing observations to collect evidence towards school

climate goals, curriculum alignment, and fidelity of implementation of school improvement initiatives. In addition, this person implements and facilitates focus groups with students, parents and staff collecting perception data for the purposes of goal setting and tracking.

In order to sustain and grow effective teachers, CAPS has committed to the Marzano's Framework for Teaching and Learning (iObservation.) CAPS has committed to 12 days of quality, on-site training for the administrative team through Learning Sciences over three years. In year one there will be 7 days of training to support intentional, focused feedback that will grow teacher efficacy. CAPS has established high expectations for all staff with student performance contributing to 50% of a teacher's annual review. In addition to district support of improved teaching and learning, a letter of agreement was reached with the union that outlines 8 additional hours a month of professional development aligned to the transformational plan, 2 meetings a month in addition to already scheduled staff meetings, and a 3 day boot camp prior to staff report date and a day boot camp after the commencement of the school year for Kenwood staff. Staff will continue to be accountable for collaborative time one 90 minute block a month and additional one hour outside the contracted time. Staff will also participate in 3 days of professional learning along with colleagues at the beginning of the year with two additional days throughout the year. In order to procure staff that was vested in the transformational plan, staff must commit to the transformational plan before becoming part of the Kenwood team. To compensate additional time and commitment, staff would receive a \$500 signing bonus and \$2500 stipend.

CAPS has made the master schedule of Kenwood elementary a priority. A non-negotiable 60-90 minute literacy block, 60 minute math block, and a 30 minute intervention block was built with the contention that increased focus on a guaranteed and viable curriculum aligned to state standards would result in improved student performance. CAPS has completed a district wide curriculum audit and developed a systemic curriculum review process to review, align and update curriculum and assessments based on student performance data. The plan includes the development of common assessments and a three year curriculum cycle specifically looking at student achievement and achievement gaps for sustainability and decision making purposes. In addition, at Kenwood elective teacher assignments were built around the non-negotiable time Kenwood Elementary needs to provide common planning time for grade level teachers resulting in accelerated student learning. In addition to priority scheduling, instructional staff were chosen with strengths and capacities that would support the plan. iReady was purchased to provide data surrounding student performance and benchmarking in order to make informed decisions targeting intervention and enrichment. Classroom intervention labs will be utilized to individualize intervention and instruction through i-Ready. This diagnostic and instructional tool can support data driven decision making at the classroom level. Devices will be multiple purpose serving as a lending library for extended day support. Students will be able to check computers out to go home with prescribed programs to target intervention or enrichment based on interim and formative assessment data.

In order to develop a positive culture for learning, CAPS is committed to improving community and parent engagement to form a shared responsibility for our youth. Kenwood staff has received training in TRIBES and continues to have dialogue about what a positive learning environment should look like. They have studied research that directly correlates positive relationships with improved student performance. This work pushed the team to apply for a Positive School Climate Grant. The team did receive this grant to help support the plan and has received initial training.

CAPS has leveraged community resources to support Kenwood Elementary transformational plan by targeting the extended day tutoring program. In partnership with the YMCA, United Way and Cadillac Wexford Transit Authority, Kenwood is offering after school tutoring that includes nutrition and healthy habits education. Each student benefits from academic support in an extended day format (5 days a week) and concludes each evening with a family style meal where each student's family participates. In partnership with community agencies including Department of Human Services, Community Mental Health, OASIS, Stehouwer Free Clinic, WMISD and others, Kenwood students and their families will be provided resources and opportunities to learn more about community supports. In addition, the Family Liaison will provide parenting supports like Love and Logic and Scream Free Parenting.

1. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

CAPS is committing to a layered oversight plan to ensure implementation of the transformational plan results in accelerated student performance for ALL students. Stakeholder perception data will be used measure efficacy of goals surrounding establishing a positive learning culture through the implementation of PBIS. This grant provides staff training and measures of improvement that will be monitored in quarterly reports for fidelity of implementation. In addition, data collected on participation, community collaboration/education, attendance and student performance will be monitored and reported to the board of education and Superintendent quarterly to monitor and measure efficacy of the extended day tutoring program.

CAPS is committed to monitoring the school improvement plans by collecting evidence to goals and strategies outlined in building level improvement plans. This will be implemented using monthly Google forms prompting building leadership to collect evidence that strategies and activities outlined in the school improvement plans are being implemented with fidelity. In addition, CAPS is instituting monthly instructional rounds. Building level leaders will take a half day each month to observe instruction in classrooms looking for specific student evidence that teachers are using research based instructional strategies that are resulting in increased student engagement and improved student learning. Evidence collected will align

with the new Marzano Framework for Teaching and Learning. Focused feedback to staff will be a priority using cognitive coaching techniques. ALL administrators for CAPS are cognitive coaching trained. Using our common language of instruction and feedback, building leaders will work toward higher levels of inter-rater reliability identifying dominant teaching strategies and providing opportunities for teachers to grow and deepen their knowledge of instruction and curriculum.

The Superintendent will run district reports monthly using iObservation reporting tools to identify trends in instruction, feedback and observation. Using these reports monthly, building leaders will be accountable for reflection on district trends in teaching and learning as observational data will be correlated to performance data. Student performance will be collected quarterly for data review and recalibrating goals, strategies and activities appropriately. Building leaders will meet monthly with teacher leaders and establish accountability partnerships in preparation for instructional rounds. The two will work out which classrooms to be visited and what instructional look fors will be identified in alignment with the school improvement plans.

No additional staff will be required district wide. Kenwood Elementary will utilize the School Improvement Facilitator for assistance in implementing building level accountability plans, partners and data collection using the Google forms. In addition, a "side by side" coach will help support the building leader in providing focused feedback.

2. **Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to attachment G, Annual Goals, as appropriate. **(maximum length 1 page)**

CAPS has identified annual goals in correlation with state released proficiency targets. In order to monitor the efficacy of building level strategies and activities, all building will monitor student performance quarterly except in the high school where student performance will be monitored every trimester. Common K-12 district assessments will be developed in the summer 2016 using Illuminate to provide more frequent benchmarking to better inform instruction.

Currently, we have a K-12 aligned assessment system to inform math instruction using Math Expressions, Digits and a new high school math series. In the elementary buildings we use Dibels, MLPP, iReady, MAISA pre and post writing assessments. State and local assessment data contribute to 50% of staff, administrator and superintendent evaluations.

i-Ready will provide data for benchmarking and pinpoint skills that need to be addressed while suggestion intervention activities that are individualized. This tool will provide instructional activities and lessons that are identified in targeted areas of need. This will allow teachers to intentionally group and deliver targeted instruction to close achievement gaps and make instructional shifts where necessary. This data will also be used to drive PLC conversations and data meeting where teaching and learning is examined, analyzed and adjusted based on student performance. The teachers will have a performance dashboard at their fingers tips to inform instruction in reading and math. Weekly meetings with the instructional

coach using a data dialogue protocols will keep all staff accountable to meeting annual proficiency targets.

3. **External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

In order to ensure accountability with the external service provider, Kenwood will conduct surveys for the professional development provided as well as have the follow up with the instructional coach on implementation of strategies. Kenwood has selected McGraw Hill as a support for improving teaching and learning. Data profiles through Illuminate will allow access to central office to view up to date data on monthly progress monitoring through i-Ready which will monitor reading and math progress. The district will utilize PLC team goal sheets to document progress and work of staff teams.

4. **District Level Budgets:**

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment C.2; a template has been provide for your reference)**
- b. Complete a budget specific to district level costs that covers the full five years of SIG that is separate and distinct from the individual school level budgets. **(Attachment C.3; a template has been provided for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocation. These costs should not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
 3. This may include contracting with a third party.
 - iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant

3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- c. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends. **(maximum length 2 pages)**

The district budget will incur costs in personnel, supervision and programming over the five years of the grant. The district is committing to sustain the costs accountability systems for all buildings in the district as well as some personnel costs at Kenwood Elementary beyond the five years of the grant as it meets the requirements for improvement.

Increased **personnel** costs will incur as a result of adding a SIG coordinator, data coach, family liaison, and staff for summer school and extended day tutoring. Below is the sustainability structure and accountability for each.

Position	Sustainability	Accountability/Monitoring
SIG Coordinator	Data reporting and implementation for sustainable improvement will transition to the school improvement team at the conclusion of this grant. Oversight will be the building principal and school improvement chair.	Quarterly reports are created and reported to the superintendent and board of education as well as uploaded into GEMS . Weekly meetings with the building principal to monitor the progress of the plan and the impact on student performance and building culture.
Data Coach	This position is to build capacity within the teaching staff in how to use data to drive instructional decisions also to assist with reporting and updating the data wall. The Principal will co-conduct data meeting in order to sustain the data wall and dialogue beyond the grant cycle. Staff will have had five years of job embedded training and will have the depth of understanding to make instructional decisions based on data.	Monthly data meetings with a data team of coach, principal and teacher. Weekly data discussions, modeling and reflection will be on a shared school wide calendar for monitoring by the building principal as well as the SIG coordinator. This will inform the quarterly reports.
Family Liaison	This position will manage the extended day tutoring and parent engagement component of the transformational plan. She will be charged with putting in system for parent engagement that have measurable effects on attendance and student performance. After analyzing perception data and students performance data, a system will be put in place that can be replicated district wide providing sustainability.	Perception surveys will be used quarterly. Student performance, discipline and attendance data will be used to measure efficacy. A synthesis of effective parent involvement activities/strategies will be reported in the quarterly report, which will be presented to the board and superintendent.

Counselor	CAPS has counseling support services at all elementary building and will continue to sustain and commit to mental health services of our youth.	District reporting on student contacts, demographics, attendance, discipline, and community agency/services is reports through state level reports as well as informs our school and district level school improvement plans.
Summer School and Tutoring	CAPS has and will continue to provide tutoring compensation for staff. There is a letter of understanding in the teacher contract for continued commitment to compensation for Kenwood Elementary specifically.	Tutoring logs will be kept tracking student-parent participation. Student data will be analyzed every 6 weeks for participating students to track efficacy. Every 6 weeks a new cohort of students will be identified using data. This data will be shared with the principal, superintendent and board.

Purchased Materials will incur as a result of implementing the SIG. Below is the sustainability structure and accountability for each.

Purchased Materials	Sustainability	Accountability/Monitoring
SMART audio visual solutions	One time purchase- replacement when equipment fails will come out of technology maintenance and replacement budget	Observable use of equipment
Student Laptops	Intervention labs will be purchased for use over 4 years so that every classroom has access daily to individualized intervention and enrichment during the intervention block. Replacement when equipment fails will come out of technology maintenance and replacement budget	Observable use of equipment and improved differentiated instruction resulting in improved student performance. Student performance will be monitored weekly by the data coach and principal.
Laptop Carts	One time purchase- replacement when equipment fails will come out of technology maintenance and replacement budget	Observable use of equipment
Teacher Laptops	One time purchase- replacement when equipment fails will come out of technology maintenance and replacement budget	Observable use of equipment
iPads	iPads will be used for intervention and enrichment but predominately as a lending library for at-risk students without access to technology at home. One time purchase- replacement when equipment fails will come out of technology maintenance and replacement budget	Log records of use and improved student performance for those using the lending library- data will be pulled as a subgroup.
iPad charging and Storage	One time purchase- replacement when equipment fails will come out of technology maintenance and replacement budget	Observable use of equipment

Purchased Services will incur as a result of implementing the SIG. Below is the sustainability structure and accountability for each.

Purchased Services	Sustainability	Accountability/Monitoring
iReady License for diagnostic (Tier 1) and instruction (tier 2)	The District is committing to this purchase for all K-8 buildings as it will serve as an assessment and accountability system district wide. Kenwood is receiving additional licensing to better address the instructional components to be used with the lending library and individualized instruction.	Weekly data discussions with Data coach. Monthly data meetings with data team. Quarterly reports taken from the dash board on improved student performance on benchmark and interim assessments reported to superintendent and the board.
McGraw Hill School Education	Job embed PD around targeted areas of weakness identified in the transformational plan. Intense professional learning in target areas in the first three years to support instructional and support staff to be reduced and sustained through district wide professional learning opportunities and systems.	Improved student performance Documented instructional looks fors identified for each professional learning in observations and instructional rounds (i.e. close reading strategies will be identified in teacher observations, walks throughs and instructional rounds immediately after training and throughout the school year.) Implementation guides will be provided for all professional learning
Marzano Learning Sciences	This is a district initiative and will be sustained thorough Title II funds to continue our focus on best practice and research supported instructional framework	Monthly reports on dominant teaching elements/strategies correlate with student performance data Side by side coaching to calibrate with other admin
Kent ISD Curriculum Coaching	Over the course of five years, each teacher will be training in leadership and PLCs. At the conclusion of the grant, each teacher will have the skills to lead an instructional conversation driven by student performance data derived from common aligned assessments	Curriculum systems in place for vertical and horizontal alignment Improved student performance Meeting minutes from PLC meetings Staff perception surveys
YMCA Contracted Staff	This is a current partnership district wide supplemented with 31A funds. CAPS will continue to look for ways to fund this program	Tutoring logs will be kept tracking student and parent participation. Student data will be analyzed every 6 weeks for participating students to track efficacy. Every 6 weeks a new cohort of students will begin identified using data. This data will be shared with the building principal, superintendent and board.
Chartwells	CAPS would need to look for additional grant dollars and Community partnerships to sustain the dinner as part of this program. There are organizations that are showing interest in sponsoring cohort groups. The hope is that a	Tutoring logs will be kept tracking student and parent participation. Student data will be analyzed every 6 weeks for participating students to track efficacy. Every 6 weeks a new cohort of students will begin

	culture will be established in 5 years and this may be scaled back.	identified using data. This data will be shared with the building principal, superintendent and board.
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Attachments

Attachment C.2: Five Year Budget Overview

Attachment C.3: Preliminary District Level Budget

Attachment C.2: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW						
Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1	505457	469845	442851	363844	361883	2143880
Eligible School #2						
Eligible School #3						
Eligible School #4						
LEA Costs	153867	153867	153867	153867	153867	769335
Total Budget	659324	623712	596718	517711	515750	2913215

Attachment C.3: Preliminary District Level Budget

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all preliminary budget items. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.

The district budget must adhere to the following guidelines

1. Annual district level costs should not exceed 5% of the overall LEA allocation.
2. Building level costs or positions may not be duplicated at the district level. For example, SIG coordinators are building level positions and costs and come out of those budgets/allocations. These costs may not come from the district budget, nor may the district employ additional SIG coordinators at the district level.
3. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
4. District level duties may include, but are not limited to:
 - a. Financial oversight
 - b. Support for school buildings receiving the grant
 - c. Monitoring schools and other entities for compliance with grant requirements
 - d. Monitor progress on annual goals and implementation of the grant and selected intervention model

District/Central Office Budget Year 1: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs <u>1.86</u> % Restricted Rate							
	TOTAL							

District/Central Office Budget Year 2: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs <u>1.86</u> % Restricted Rate							
	TOTAL							

District/Central Office Budget Year 3: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs <u>1.86</u> % Restricted Rate							
	TOTAL							

District/Central Office Budget Year 4: (may not exceed 5% of total allocation)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs <u>1.86</u> % Restricted Rate							
	TOTAL							

District/Central Office Budget Year 5: (may not exceed 5% of total allocation)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
221	Improvement of Instruction							
226	Supervision and Direction of Instructional Staff							
232	Executive Administration							
233	Grant Writer/Grant Procurement							
249	Other School Administration							
252	Fiscal Services							
266	Operation and Maintenance							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs 1.86_____ % Restricted Rate							
	TOTAL							